

Montana Women and Men in Nontraditional Jobs: *A Resource Directory*



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MONTANA WOMEN AND MEN
IN NON-TRADITIONAL JOBS:
A RESOURCE DIRECTORY

Developed by:

J'Nelle Cahoon, Researcher
Bozeman Women in Transition
Gallatin Council on Health and Drugs
Bozeman, Montana 59715

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Commissioner of Higher Education Office, Helena, Montana

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Montana Women and Men in Non-Traditional Jobs:

This Resource Directory is a resource for vocational educators, guidance career counselors, vocational-technical educators and community advisory committees who develop programs for their schools and communities.

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The following sections were excerpted from the previous edition of this publication: How to Use the Directory; Strategies for Using the Directory; Recruitment Strategies; Evaluating Occupations; Questions to Ask a Non-Traditional Worker and Resource Materials.

Photographs by J'Nelle Cahoon

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INTRODUCTION

Montana Women and Men in Non-Traditional Jobs is designed to be used by career counselors, Expanding Your Horizons coordinators, Vocational-Technical Educators and displaced homemakers centers throughout the state of Montana. The women and men listed have agreed to be resource persons for schools and community groups and may be contacted for more information about their job duties, necessary training, and the problems and rewards of their occupation. They can also provide encouragement and emotional support to those students who choose a non-traditional career.

This is a resource that is continually growing and changing as people enter and reenter new careers. We invite you to continue the development of this directory in your local communities.

HOW TO USE THE DIRECTORY

The entries are grouped into the following occupational clusters related to vocational education: Agriculture-Business, Business & Industry, Construction, Land Management, Skilled Trades, Technical, Transportation, Health Care, Human Services, Office/Clerical, and Public Service.

Persons listed are grouped according to occupation. There is a section of **Women in Non-traditional Jobs** and a section of **Men in Non-traditional Jobs**.

Individuals should be contacted well in advance if you want them to participate in a school or community activity. Preferably, contact the person by mail so the request may be presented to a supervisor for approval. If the name of the supervisor can be obtained, it would be good protocol to direct the request to the supervisor asking for release time for the employee to participate in your activity. Be specific about dates, times, place, style of dress and topic of presentation.

In addition to the list of workers the resource directory has other features which will be useful: photographs of workers on the job; strategies for using the directory; a questionnaire for student interviews and occupation evaluations; an index of cities with page numbers where workers from those cities are cited; a list of audiovisual and printed resource materials available on loan from the Office of Public Instruction.

If you know of someone who should be included in the directory please call the Human Resource Development Office, Commissioner of Higher Education Office, Helena, Montana 59620, 444-6570.

Strategies for Using Directory

The following suggests how counselors and educators can incorporate the resource directory career counseling activities and the education system.

1. Invite a non-traditional worker to speak at programs or in classes, or have the class visit the worker at her or his job:
 - a. to expand young people's knowledge about the variety of career alternatives open to females and males;
 - b. to show how a subject is useful in certain careers; (For example, a female tool and die maker could describe how mathematics is useful in her career.)
 - c. to demonstrate that non-traditional workers can maintain their femininity or masculinity and still manage other aspects of their lives; (For example, a male nurse could not only talk about his experiences in a traditionally female occupation, but also about his role at home as a husband and father.)
 - d. if peers harass a young person pursuing a non-traditional career. (For example, a male secretary could visit a business education class and talk about his experiences as a non-traditional worker.)
2. Invite non-traditional workers to special career sessions organized to support and retain persons training for non-traditional employment. Non-traditional employees can discuss harassment of the job, difficulties and rewards, peer pressure and support, and training needed.
3. Allow one, two or three young people to interview a worker on the job. Have them report back in oral, written or tape form to share information with others.
4. If a non-traditional employee and her or his supervisor permit, have one person visit employee for a day or half-day. (For example, a young woman considering forestry occupations can visit a female forester for a day.)
5. Create a career day made up of mini-courses and invite non-traditional employees to explain their jobs.
6. Include non-traditional workers in career day or career night activities for students, potential students and parents.
7. In addition to having young people read books on how to be trained and look for a job, invite a non-traditional worker to discuss her or his experiences in job training and job seeking.
8. Sponsor a one-day non-traditional career workshop and invite young people and the community. Include a panel of non-traditional workers and employer representatives who will assure participants of equal employment opportunities. Audiovisual programs, displays, and hands-on experiences can also be incorporated into the workshop.
9. In assembly programs which inform participants of career alternatives, include presentations by non-traditional workers.
10. Produce a video tape program of local non-traditional workers and include interviews with persons training for non-traditional employment. Show the tape at various community events throughout the year.
11. Invite non-traditional workers to attend a special meeting to discuss recruiting publicity techniques. For example, a female carpenter can offer ideas on how to portray construction occupations in a manner that encourages females to consider the field.
12. Write feature stories about non-traditional workers and trainees for newspapers and newsletters.

13. Invite non-traditional workers to meetings of youth or community organizations, such as Future Homemakers of America, Future Farmers of America, the Vocational Industrial Clubs of America, Education Association, and Distributive Education Clubs of America.
14. Invite non-traditional workers to staff inservice training programs to discuss issues of equal career education and employment.
15. Following a panel session where non-traditional workers are introduced, have the audience go individually from room to room to question a non-traditional worker about her or his job. The rotation can be informal or within specific time slots.
16. Incorporate non-traditional workers as program advisory committee members.
17. When producing radio and television advertisements and public service announcements about training opportunities, include non-traditional workers.
18. Hold open forums on sex-role stereotyping in career choices. Invite non-traditional workers, community leaders and local employers to speak at forums.
19. Invite non-traditional workers to advisory committees to present programs on new trends in employment.

Recruitment Strategies

A complaint expressed by vocational instructors is that they could place non-traditional completers, but do not have many non-traditional students who enter their program. A study of vocational education for the American Institutes for Research (Harrison, 1980) revealed that in schools where efforts were being taken to make students aware of non-traditional course options, there were significantly greater numbers of non-traditional students. Recruitment efforts can make a difference!

Possible recruitment strategies that draw upon the community resource of non-traditional workers include the following:

1. Hold a special open house where programs have activities so that potential students can gain understandings of aptitudes and skills needed. To increase interest in a program, activities should include direct hands-on experience. When non-traditional workers are a part of the activities, potential non-traditional students can clearly see the benefits of the training for them. Advertisements of the open house should encourage potential non-traditional students to attend.
2. Assist personnel of feeder schools to arrange experiences where students interested in your school's non-traditional offerings can obtain a clearer concept of this choice. Possible experiences include on-the-site work visits or an after-school session where potential students have contact with the non-traditional worker. Arrangements can be made for one student or for a group of students from several schools who are interested in the same non-traditional offering.
3. A postsecondary center can sponsor a one-day non-traditional career fair. Included can be a panel of non-traditional role models and a panel of employer representatives who assure participants that there are opportunities available.
4. In assembly programs or postsecondary days at feeder schools, emphasize your school's non-traditional opportunities. In some cases, non-traditional workers or students can be part of the program. When this is unrealistic, taped interviews and/or slides of local non-traditional workers or past non-traditional completers at their work sites can be incorporated.

"Strategies for Using directory" incorporates ideas presented by Kansas State University, Adult and Occupational Education Department, Manhattan, Kansas, in a publication entitled *Strategies Handbook for Use with the Kansas Directory of Non-traditional Workers*.

Women in Non-traditional Occupations

AGRICULTURE-BUSINESS

Marilyn Randall
Instructor of Equine Studies
Northwest Community College
Powell, WY
307-754-6601
Horse Training and Rider
Instruction
Randall Quarter Horses
Rt 1 Box 1199
Bridger, MT 59014
662-3343

Penny Wolf
Feed Store Owner-Manager
115 Commercial Drive
Bozeman, MT 59715
586-3026

Nancy Callen
Associate Professor of
Horticulture
Western Ag. Research Center
513 N. E. Quast Lane
Corvallis, MT 59828
961-3025 (w)



Penny Wolf, Feed Store Manager

AGRICULTURE-BUSINESS (CONT.)



Eileen M. White
Veterinarian
Box 155
McAllister, MT 59740
682-7151
White and White Veterinary Hospital and
Supply

Vicki Bokum
Veterinarian
Box 65
Shepherd, MT 59079
373-6110

Jehnet Carlson
Farrier and Blacksmith
Box 190
Manhattan, MT 59741
388-SHOE

Colleen Smith
Feed Sales Manager
Livestock and Grain
Transportation
HC-72 Box 7355
Malta, MT 59538
654-2835 Call before 7:30 AM
654-2837 or after 6:30 PM

AGRICULTURE-BUSINESS (CONT.)

Arla Barkemeyer
Veterinarian
1301 Cedar
Helena, MT 59601
442-3160

Sara Vassen
Ranch Manager
The Stallion Station
8430 Bridger Canyon Road
Bozeman, MT 59715
587-4146 (w)



Sara Vassen, Ranch Manager

AGRICULTURE-BUSINESS (CONT.)

Joyce L.A. Eckoff
Assistant Professor
Agronomy
MSU Eastern Agricultural
Research Station
Box 1350
Sidney, MT 59270
482-2208 (w)

Carey Renwich
Assistant Manager
The Stallion Station
8430 Bridger Canyon Road
Bozeman, MT 59715
587-4146 (w)

Marcelle Compton Quist
Co-Owner/President
Weedbusters, Inc.
3750 Veltcamp Road
Manhattan, MT 59741
282-7407

Deborah S. Yarborough
Veterinarian
Lower Valley Veterinary Clinic
4055 Lower Vally Road
Kalispell, MT (w)
857-3272 (w)



Carey Renwich, Assistant Ranch Manager

BUSINESS & INDUSTRY

Doris Romanisko
Training Program Specialist
Montana Operating Engineers and
AGC Joint Training Trust
3100 Canyon Ferry Road
East Helena, MT 59635
227-5600 (w)
458-6141 (h)

Vicki Becker
President
ComSense, Inc.
P.O. Box 1413
Bozeman, MT 59715
587-4614 (w)
Telecommunications
Management and Analysis

Karen W. Porter
Geologist, Self-employed
730 Painted Canyon Drive
Bozeman, MT 59715
587-9516

Marlene Beddor Atiyeh
Senior Mine Engineer
Pegasus Gold Corporation
Montana Tunnels Mining, Inc.
P.O. Box 176
Jefferson City, MT 59638
993-8314



Vicki Becker, Telecommunications Specialist

BUSINESS & INDUSTRY (CONT.)



Karen Farlow, Appliance Repairs

Julie LeFever
Industrial Hygienist
Montana College of
Mineral Science and
Technology
Science and Engineering 304
West Park Campus
Butte, MT 59701
496-4393 (w)

Rosetta Kamlowsky
Media Consultant
Self -Employed
919 Stuart
Helena, MT 59601
443-3792 (w)
Create and produce radio programs.
Buy radio and R.T. time for
businesses

Cyndi Guthrie
Owner/Manager
Montana Engraving and
Laminating
6312 Hwy 12 West
Helena, MT 59601
442-1872 (w)

Karen Farlow
Owner/Manager
Bernina Sewing Center
and Vac-Shack
2828 W Main unit 3J
Bozeman, MT 59715
587-2777 (w)
Sales and repair of
vacuums and sewing machines

BUSINESS & INDUSTRY (CONT.)

Julie Holzer
Insulator-Cenex Refinery
712 Torch Drive
Billings, MT 59102
652-6420

Jean Parson
Account Executive
First Affiliated Securities
309 1st Ave. C
Kalispell, MT 59901 (w)
756-6694 (w)

Holly Kaleczyc
Political Consultant
520 Monroe
Helena, MT 59601
Self-employed
Political Campaign
Consulting and Lobbying

Tina Trobridge
Backhoe Operator
Operating Engineers 400
3289 Granger Ave. E. #3
Billings, MT 59102
656-8035

Katherine Allman Althen
Partner, Dulaney and Althen,
Economic consultants
Partner, Althen Associates
Computer Consultants
P.O. Box 2364
Kalispell, MT 59903
755-6841

Jan Livesay
President
Montana Lines
2800 Upper River Road
Great Falls, MT 59405
727-1316
Permanent pavement marketings

Mary A. Kinsey
Operating Engineer
3100 Canyon Ferry Road
East Helena, MT 59635
227-5600 (leave message)
Empire Sand & Gravel

Jill Sundby
Reporter
Independent Record
Box 4249
Helena, MT 59604 (w)
442-7190
City and County Government

CONSTRUCTION

Susan Trusler
Vice-President
P.O. Box 328
Lame Deer, MT 59043
477-6253
Morning Star Enterprises, Inc.
General Contractors

Patti S. Townsend
President
P.O. Box 6117
Bozeman, MT 59771-6117
587-3215
Pace Construction, Inc.

Milena Douglas
Laborer
Sun View Terrace
Butte, MT 59701
723-6835

Mary Wheeler
Laborer
P.O. Box 816
Anaconda, MT 59711
797-3578

Sally Woodbury
Laborer
813 Phillips Ave.
Butte, MT 59701
782-0214

Tina Ball
Construction Laborer
2901 Central Ave. W.
Great Falls, MT 59404
727-0148

CONSTRUCTION (CONT.)

Laura Dygert
Laborer Local 98
5823 12 Mile Road
Billings, MT 59105
373-5501

Helen Kober
Laborer Local 98
726 Mattson Lane
Billings, MT 59105
248-6648

Ursela Neese
Landscape Contractor
115 S. Church
Bozeman, MT 59715
586-5670
Conserve Landscape



Ursela Neese, Landscape Contractor

HEALTH CARE

Pamela Hiebert
Physician
300 N. Wilson
#2002
Bozeman, MT 59715

Nancy Berry
Administrator
McCone County Hospital
P.O. Box 47
Circle, MT 59215

Cindy Nielson
Physician
301 Knapp
Wolf Point, MT 59201
653-2260

Aimee V. Hachigian
Physician
Cattle Rancher
Chairman, Dept. of Orthopedic
Surgery
1400 29th Street South
Great Falls, MT 59405
454-2171

Siobhan McNally
Pediatrician
Butte Pediatrics
630 W. Mercury
Butte, MT 59701
723-4337 (w)

Joan Hays
Director of Outpatient
Services in Butte, Anaconda
and Dillon.
Mental Health Services, Inc.
2500 Continental Drive
Butte, MT 59701
723-5489



Pamela Hiebert, Physician

LAND MANAGEMENT

Tonia Torrence
Soil Conservationist
P.O. Box 312
Big Timber, MT 59011
932-5160
Soil Conservation Service

Robin Fuson
Soil Conservation Technician
Rt 62 Box 3197
Livingston, MT 59047
222-2899
Soil Conservation Service

Monica Zook
Soil Conservationist
119 N. Jackson
Plentywood, MT 59254
765-1801
Soil Conservation Service

Candace A. Linder
Soil Conservation Technician
R #1 Box 82
Flaxville, MT 59222 (h)
779-3317 (h)

Sandra J. Eklund
Soil Conservationist
865 Oilfield Ave.
Shelby, MT 59474
434-5835
Soil Conservation Service

Dalene D. Irwin
Administrative Assistant
865 Oilfield Ave.
Shelby, MT 59474 (w)
434-5835
Soil Conservation Service

Carolyn L. Stapleton
Soil Conservation Technician
Box 533
Harlowton, MT 59036 (h)
632-4690 (h)
Soil Conservation Service

Shirley Bollinger
Soil Conservationist
Box 1200
Forsyth, MT 59327 (w)
356-7626 (w)
Soil Conservation Service

Terry Wamsley
Co-op Ed. Student/Soil Conservationist
601 Nickles Drive
Bozeman, MT 59715 (w)
586-6929
Soil Conservation Service

Jana L. Seright
Soil Conservationist
1102 Main Ave. N.W.
P.O. Box 488
Choteau, MT 59422 (w)
466-5722
Soil Conservation Service

Darcy Rasmussen
Soil Conservationist
1102 Main Ave. N.W.
Choteau, MT 59422 (w)
466-5722 (w)
Soil Conservation Service

Carol Suta
Soil Conservationist
517 E. Main
Cut Bank, MT 59427 (w)
873-4292
Soil Conservation Service

LAND MANAGEMENT (CONT.)

Karen K. Lundwall
Soil Conservation Aide
P.O. Box D
405 W. Legion Ave.
Whitehall, MT 59759 (w)
287-3215 (w)
Soil Conservation Service

Diane Keogh
Soil Conservationist
117 S. Idaho Street
Dillon, MT 59725 (w)
683-4963 or 683-6539(w)
Soil Conservation Service

Barbara Landgraf
Soil Conservationist
613 N.E. Main
Lewistown, MT 59457 (w)
583-7401 (w)
Soil Conservation Service

Tracy Anderson
Soil Conservationist/Agronomist
Box 715
Columbus, MT 59019 (w)
322-4846
Soil Conservation Service

Mary A. Wincholt
Soil Conservationist
P.O. Box 309
Fort Benton, MT 59442 (w)
662-5561 (w)
Soil Conservation Service

Tara L. Comfort
Soil Conservationist
5115 Hwy 93 S.
Missoula, MT 59801 (w)
329-3684 or 251-4826 (w)
Soil Conservation Service

Sarah McDonald
Administrator/Technician
5115 Hwy 93 S.
Missoula, MT 59801 (w)
329-3684 (w)
Soil Conservation Service

Denise J. Strand
Soil Conservation Aide
410 East Spring
P.O. Box 217
Terry, MT 59349
637-5381

Karla S. Bovaird
Soil Conservationist
P.O. Box 204
Ekalaka, MT 593
775-6476 (h)
775-6355 (w)
Soil Conservation Service

Sonya delRio Skaggs
Engineering Technician
130 S. Pratten Street
Columbus, MT 59019 (w)
322-5359 (w)
Soil Conservation Service

LAND MANAGEMENT (CONT.)

Meg Kirkendall
District Conservationist
P.O. Box 276
Circle, MT 596215-0276 (w)
485-2660 (w)
Soil Conservation Service

Kim Maynard
Smokejumper
Ariel Fire Depot
Box 6, Airport Terminal
Missoula, MT 59802
329-4896 (w)
U.S. Forest Service

Nan Christenson
Geologist/Natural Resources Manager
Darby Ranger District
Darby, MT 59829
821-3913
U.S. Forest Service

Elizabeth Kuropat
Forestry Tech/Silviculture Assistant
Glacier View Ranger District
P.O. Box W
Columbia Falls, MT 59912
U.S. Forest Service
892-4372

Wanda Grey Roche
Forestry Technician
Butte Ranger District
2201 White Blvd.
Butte, MT 59701
494-2147 (w)
U.S. Forest Service

Marianne Klein
Range Conservationist
5 Forest Service Road
Ennis, MT 59729
682-4253
U.S. Forest Service

Betty T. Meek
Contract Specialist
USDA Forest Service
P.O. Box 130
Bozeman, MT 59715
587-6758

Sally Orr
Range Conservationist
Big Timber Ranger District
P.O. Box A
Big Timber, MT 59011

Susan J. Hayman
Ranger Conservationist
Ashland Ranger District
Fort Hows Work Center
Ashland, MT 59003
784-23132 (w)
U.S. Forest Service

Kaye D. Suzuki
Soil Conservationist
P.O. Box 295
Sheridan, MT 59749 (w)
842-5741 (w)
Soil Conservation Service

LAND MANAGEMENT (CONT.)

Wanda P. Glanze
Lead Forestry Technician
Nine Mile Ranger District
Box 616
Huson, MT 59846
626-5201 (w)
U.S. Forest Service

JoDee Thorn
Forestry Tech/Log Scaler
P.O. Box 925
Libby, MT 59923
293-6211
U.S. Forest Service

Debra E. Bond
Forester/Assistant Silviculturist
Hungry Horse, MT 59919
387-5243 (w)
U.S. Forest Service

Nancy Johnson
Environmental Specialist
Landscape Architect
Dept. of Natural Resources
1520 E. 6th Ave.
Helena, MT 59620
444-6812

Leslie Anderson
Smokejumper
Ariel Fire Department
Box 6 Airport Terminal
Missoula, MT 59802
329-4900 or 3900 (w)
U.S. Forest Service

Jan Krueger
Range Conservationist
Sula Ranger Station
Sula, MT 59817
821-3201 (w)
U.S. Forest Service

(Mary) Reed Kuennen
Wildlife Biologist
Tally Lake Ranger Station
1335 Hwy 93 W.
Whitefish, MT 59937
862-2508 (w)
U.S. Forest Service

Sharlene Wienen
Forest Technician
Hungry Horse Ranger District
Hungry Horse, MT 59919
387-5243 (w)
U.S. Forest Service

Kate Alder
Fire Technician
Cabinet R.D.
2693 Hwy 200
Trout Creek, MT 59874
827-3533 (w)

LAND MANAGEMENT (CONT.)



Nancy Culver, Forest Service Fire Fighter

Marynell Oechsner
Wildlife Biologist
Three Rivers Ranger District
Troy, MT 59935
295-4693 (w)
U.S. Forest Service

Marion Cherry
Forest Bioloist
Gallatin National Forest
P.O. Box 130
Bozeman, MT 59771
587-6739 (w)
U.S. Forest Service

Kitty Tattersall
Forestry Technician
Madison Ranger District
5 Forest Service Road
Ennis, MT 59729
682-4253 (w)
U.S. Forest Service

Nancy Culver
Fire Fighter
Box 3843
Bozeman, MT 59715 (h)
587-2837 (h)
U.S. Forest Service

Wendy LaBahn
Forester
Philipsburg Ranger Station
P.O. Box H
Philipsburg, MT 59858
859-3211 (w)
U.S. Forest Service

LAND MANAGEMENT (CONT.)

Coleen Smith
Soil Conservationist
HC-72 Box 7335
Malta, MT 59538
654-2835 Call before 7:30
654-2837 or after 6:30

Deborah B. Schmidt
Executive Director
Montana Environmental Quality
Council
Capital Station
Helena, MT 59620
444-3742

Verna Reedy
Nursery Supervisor
Plains, MT 59859
826-3987 (w)
Champion International
(Private Timber Co.)

Beth J. Burren
Recreation Forester
66 Pleasant View Drive
Kalispell, MT 59901
755-3601 (h)
387-5243 (w)
Hungry Horse Ranger District

PUBLIC SERVICE

Mary Fay
State Probation and
Patrol Officer
25 5th Street N.
Room 202
Great Falls, MT 59401
727-6063 (w)

Linda Sanem
Police Officer
34 N. Rouse
Bozeman, MT 59715
586-3311

Mary Pat Murphy
Highway Patrol Officer
104 18th Ave N.E.
Great Falls, MT 59404 (w)
453-1121 (w)

Janet Nies Baker
Highway Patrol Officer
424 Morey Lane
Billings, MT 59104
245-6193

Connie Lien
Patrol Officer
34 N. Rouse
Bozeman, MT 59715
585-3311 (w)

Diane Bell
Patrol Officer
424 Morey Lane
Billings, MT 59104
245-6193
Montana Highway Patrol

Sharron Taggart
Highway Patrol Officer
424 Morey Lane
Billings, MT 59104
245-6193

Iva May Johnston
Highway Patrol Officer
2102 W. Broadway
Missoula, MT 59802
543-7766



Connie Lien, Police Officer

PUBLIC SERVICE (CONT.)

Capi E. Vellinga
Branch Manager
Lomas Mortgage USA
P.O. Box 639
Bozeman, MT 59715

Cathy PaHee
Principal
Monforton School
6001 School Road
Bozeman, MT 59715
586-1557

LaDene H. Bowen
Executive Director
Butte Chamber of Commerce
2950 Harrison Ave.
Butte, MT 59701
494-5595

E. Wing Spooner
Coordinator, Consumer Educational
Services
Montana Power Company
40 E. Broadway
Butte, MT 59701
723-5421 ext. 2253

Dorothy B. McCarter
Assistant Attorney General
215 N. Sanders
Justice Building
State of Montana
Helena, MT 59620-1401
444-2026 (w)

Beda J. Lovitt
Chief Legal Counsel
Dept. of Administration
State of Montana
Mitchel Building
Helena, MT 59611 (w)
442-3625 (w)

Kathy Skinner
Supervisor-Mails & Delivery
U.S. Postal Service
701 Dewey Blvd.
Butte, MT 59701
494-2194

Ann L. Smoyer
U.S. Magistrate
1085 Helena Ave.
Helena, MT 59611 (w)
442-3625 (w)

Arlene J. Hannawalt
Program Specialist
Montana Guaranteed Student
Loan Program
33 S. Last Chance Gulch
Helena, MT 59620-3104 (w)
444-6594 (w)
Compliance reviews of educational
and lending institutions involved
in administration of student loans.

Penny Koke
Superintendent of Montana
City School
Board of Trustees
Montana City School
Star Route Box 127
Clancy, MT 59634 (w)
442-6779 (w)

PUBLIC SERVICES (CONT.)

Jane Jelinski
County Commissioner
Commissioners' Office
P.O. Box 1905
Bozeman, MT 59715
Gallatin County

Mary Murphy
Director, Butte-Silver Bow
Public Archives
P.O. Box 81
Butte, MT 59703

Dorothy Brown
Episcopal Priest/Campus Chaplain
5 West Olive Street
Bozeman, MT 59715 (w)
586-9093

Rev. Cynthia Carter
Associate Pastor
Presbyterian Church
901 W. Platinum
Butte, MT 59701 (w)
782-6595 (w)

Nancy Keenan
State Legislator
Superintendent of Public Instruction
Office of Public Instruction
Helena, MT 59624



Dorothy Brown, Episcopal Priest

SKILLED TRADES

Margo Chapman
Aircraft Welder
J.E. Soars Inc.
7093 Dry Creek Road
Belgrade, MT 59714
388-6069 (w)

Joanne Froehlich
Mill Worker, Planer Operator
Chaffey Lane
Milltown, MT 59851
258-6801

Linda E. Seibel
Estimator-Project Manager
Enterprise Electric
P.O. Box 2172
Great Falls, MT 59403
761-3830 (w)

Donna J. Bianchi
Head-Rig Operator
2825 Webster Lane
Dillon, MT 59725 (h)
683-6424 (h)
F.H. Stoltze Land and Lumber

Linda M. Minich
Journeyman Meterman
Montana Power Co.
40 E. Broadway
Butte, MT 59701 (w)
723-5421 ext. 2978

Shelly Morrow
Bindery Supervisor
Color World
201 E. Mendenhall
Bozeman, MT 59715 (w)
587-4508 (w)



Shelly Morrow, Bindery Supervisor

TECHNICAL

Cheryl L. Taylor
Hydrological Technician
U.S. Forest Service
P.O. Box 130
Bozeman, MT 59771
Attn: Watershed
597-6715

Susan Dunbar Bjerke
Architect
418 Albert Street
Helena, MT 59601(w)
443-5801 (w)

Jackie Riley
Cartographic Technician
U.S. Forest Service
P.O. Box 130
Bozeman, MT 59715
587-6727 (w)

Margaret J. Babits
Certified Soil Scientist
2840 Swamp Road
Belgrade, MT 59714
Self-employed Consultant

Mary C. Ranf
Civil Engineer
Transportation planning.
Computer analysis of
transportation systems,
economic evaluations and
cost estimates.
U.S. Forest Service
Box 130
Bozeman, MT 59715
587-6947

Beverly Dixon
Cartographic Technician
Mapping of vegetation types
U.S. Forest Service
Bozeman, MT 59715
587-6721 (w)



Beverly Dixon, Cartographic Technician

TECHNICAL (CONT.)

Jamie Connell
Petroleum Engineer
BLM
Box 940
Miles City, MT 59301 (w)
232-4331 (w)

Patricea A. Simmons
Manager - Vehicles, Stores,
Telecommunications.
Montana State University
Physical Plant Division
Bozeman, MT 59717 (w)
994-5460 (w)

Donna M. Sheehy
Civil Engineer
Transportation Planner
Logging Engineer
Helena National Forest
301 S. Park
Federal Building
Helena, MT 59626
449-5201 (w)

Cecilia R. Vaniman
AIA Architect
One West Main
Bozeman, MT 59715 (w)
586-6700 (w)

Sonya delRio Skaggs
Engineering Technician
USDA-SCS
Columbia Field Office
130 S. Pratten Street
Columbus, MT 59019 (w)
322-5359 or 633-2622

Dawn McAllister
Registered Land Surveyor
President
Marquardt & McAllister
Surveyint Inc.
1031 S. Main
Kalispell, MT 59901 (w)
755-6285



Pat Simmons, Manager, Physical Plant

TECHNICAL (CONT.)

Robyn Wiley
Senior Draftsman
Montana Power Company
40 E. Broadway
Butte, MT 59701 (w)
723-5421 ext. 3553

Jan Pisano
Biological Sciences Trainee
Fish Technology Center
4050 Bridger Canyon Road
Bozeman, MT 59715 (w)
587-9265 (w)
587-1104 (h)

Eloise Kendy
Hydrologist
Hydrometrics, Inc.
2727 Airport Road
Helena, MT 59601 (w)
443-4150 (w)

Sanna M. Yost
Civil Engineer
Hydrometrics, Inc.
2727 Airport Road
Helena, MT 59601 (w)
443-4150 (w)

Elizabeth MacConnell
Fishery Biologist
Fish Technology Center
4050 Bridger Canyon Road
Bozeman, MT 59715 (w)
587-9265 (w)

Joan E. Roll
Civil Engineering Tech.
601 S. Delaware
Conrad, MT 59425
278-5932

Ann H. Pasha
System Analyst
Estimator for Commercial
Plumbing Jobs
RRI Box 62
Highwood, MT 59450 (h)
733-6382 (h)
Self-employed



Cecilia Vaniman, Architect

TECHNICAL (CONT.)

Shari McCaughy
Research Engineer
Biological and Chemical
Process Engineering
1716 S. Wilson
Bozeman, MT 59715 (h)
586-4073 (w)
CCE, Inc.

Ann Camper
Microbiologist in Engineering
Integrated Process Analysis
Montana State University
328 Cohleigh Hall
Bozeman, MT 59717 (w)
994-4906 or 994-4770 (w)

Astrid Northrup
Reservoir Engineer
Meridian Oil Inc.
P.O. Box 1855
Billings, MT 59103 (w)
256-4034

Sherly S. Lambertson
Chemical Engineer
#4 Latigo Lane
Butte, MT 59701 (h)
723-5121 ex. 4207
494-3178
Montana Power Company

Carolyn Roche
Programmer/Analyst
9740 Cougar Drive
Bozeman, MT 59715
587-5913 (h)
Montana State University
Office of Grants & Contracts

Robin L. Anlian
Software Specialist III
State Of Montana
Dept. Of Administration
Room 5
Mitchell Bldg.-ISD/Admin.
Helena, MT 59620 (w)
444-2898 (w)



Shari McCaughy, Research Engineer

TRANSPORTATION

Patricia Rasmussen
Commercial Pilot
Flight Instructor
Owner/Operator
Falcon Aviation
2990 Terminal Drive
International Airport
Great Falls, MT 59404 (w)
452-1672 (w)

Major Judith Schill
Transportation Plans Officer
Montana National Guard
Box 4780
Helena, MT 59604-4789
444-7974

Brona L. Crawford
Motor Vehicles Operator
Transport Patients of the
Ft. Harrison V.A. Hospital
All over western Montana
1721 Choteau
Helena, MT 59601
442-4821

Leona C. Chewning
President
Managing truck operations,
dispatching, driving
loading and unloading
P.O. Box 1464
Great Falls, MT 59403
761-5753

Ginger Zanto
Director of Transportation
Havre Public Schools
P.O. Box 7791
Havre, MT 59501 (w)
265-9032 (w)

Colleen Smith
Co-Owner/Driver
Bob Smith Trucking
Livestock and Grain Transport
HC-72 Box 7355
Malta, MT 59538
654-2855 or 654-2837
call before 7:30 a.m. or
after 6:30 p.m.

Men in Non-traditional Occupations

HEALTH CARE

Dennis Noyes
Medical Technologist
504 South 13th Street
Livingston, MT 59047
222-3541 (w)
Livingston Memorial Hospital

Gerald VanDrunen
Orderly
865 Mill Road
Helena, MT 59601
442-0102

Jim Rosenleaf
LPN Training
1013 E. 5th
Anaconda, MT 59711
563-7117

OFFICE/CLERICAL

Robert J. Bayuk
Secretary
Vocational-Technical
Education Division
Office of Commissioner
of Higher Education
Montana University System
33 S. Last Chance Gulch
Helena, MT 59620 (w)
444-6569 (w)

HUMAN SERVICES

Russ Poppen
Counselor, Displaced Homemakers
Network
Women in Transition
321 E. Main
Box 1375
Bozeman, MT 59715 (w)
587-1721 (w)

Chris Boyd
Pre-school and Primary School
Teacher
The Learning Circle
516 W Cleveland
Bozeman, MT 59715 (w)
587-2672 (w)
587-0194 (h)

Evaluating Occupations: Person-to-Person

Name of person being interviewed _____

Occupation _____

Job Activities

What activities require most of your time?

What projects or activities are you working on currently?

Are most of your co-workers male? female? about equally male and female?

What are the average earnings of persons holding jobs like yours?

What do you enjoy most about your occupation?

What do you enjoy least about your occupation?

Occupational Decisions

How did you make your decision to pursue your current occupation?

What other occupations did you consider before choosing this one? Why?

What job related things do you expect to be doing in the future?

If you were starting over, would you make the same occupational decisions?

Occupational Problems

What are the primary problems that you face in your job?

What things have you found most helpful in meeting these problems?

Occupational Future

What future developments do you see for persons who are in your occupation? Will jobs be available?

What advice would you give someone like me who may be interested in the occupation?

Would you give me the same advice if I were a member of the other sex?

Questions to Ask a Non-traditional Worker

1. What problems have you encountered in your job as a result of your sex?
2. Have there been any conflicts in your personal life as a result of your non-traditional career field?
3. What barriers did you encounter in job seeking?
4. What inspired you to choose a non-traditional field of employment?
5. Did you foresee any problems in your non-traditional job when plans were being made?
6. Have co-workers treated you differently as a result of your involvement in a non-traditional career?
7. Did you face any barriers in job training for a non-traditional job?
8. What high school courses helped you in your present career field?
9. Were you encouraged or discouraged by high school counselors to proceed with plans for a non-traditional job?

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Non-traditional Resource Directory Employee Information Sheet

Am I a non-traditional worker?

Do I know non-traditional workers?

- ☐ I would like to be included in next year's supplement to the directory of non-traditional workers.
- ☐ I would like to nominate the persons listed on the next page for inclusion. (They will be contacted by the Office of Public Instruction for written permission.)
- ☐ I understand that any participation in any activity will be cleared with me in advance. I understand also that I am under no obligation to accept requests for my participation, but I will make good faith efforts.
- ☐ I would like to be listed as a non-traditional worker, but I will be unable to be a resource for school programs.

Please print your name, address and title the way you wish them to be listed.

Name: _____ ☐ male ☐ female

Address: _____
Street or Box City Zip

Occupation: _____

Employer: _____

Phone: Work _____ Home (optional) _____

Signature

Please return to:

Non-traditional Resource Directory Project
Vocational Education Services
Office of Public Instruction
State Capitol
Helena, MT 59620

Please complete next page

I would be willing to:

- ☐ Talk to groups – may include students, parents, community groups and teachers.
- ☐ Talk to individuals.
- ☐ Work-site visitation – may include having individuals or groups visit my work.
- ☐ Career Day activities may include state, regional or school district.
- ☐ Serve on vocational advisory committee.
- ☐ Other (Specify) _____
- ☐ None of the above.

I would like to nominate:

Name: _____
Address: _____

Occupation: _____
Phone: (work) _____

Name: _____
Address: _____

Occupation: _____
Phone: (work) _____

Name: _____
Address: _____

Occupation: _____
Phone: (work) _____

Name: _____
Address: _____

Occupation: _____
Phone: (work) _____

Use additional pages, as necessary.

RESOURCE MATERIAL

Resources can be obtained through:

Office of Public Instruction:
Helena, Montana 59620
444-3082

Up dated yearly:
Title IX Bibliography

Audiovisual list with an annotated Bibliography

